



Background Guide

WSO MUN

GEMS Wellington Academy Model United Nations
March 22nd - 24th

COMMITTEE: UNGA3 - SOCHUM

Lead The Change...

Welcome Letter from the Secretary General

Distinguished delegates of the General Assembly Third Committee,

It is my absolute honor to invite you to the second largest high school Model UN in the country; the first edition of the WSO Model United Nations conference held at the GEMS Wellington Academy - Dubai Silicon Oasis. I am beyond ecstatic and humbled to serve in the capacity of Secretary-General for this year's conference. In order to ensure that our conference's quality is of the highest caliber on an international scale, we have set up ideals and standards that orient us towards our goal while also providing us with the dedication necessary to make a difference. Our conference aims to engage and encourage the youth to participate and to share their ideas and beliefs about different and various global issues. The aim of our conference is to give students a unique experience where they are able to harbour their diplomatic skills and explore current affairs through a simulation of the United Nations. We strive to help students foster skills necessary for every day life, and provide education beyond the desk as practice is the best way to process theory.

Everything changes; but change itself is the only thing that doesn't. Remembering that nothing remains the same and even in the worst situation we face, we can and should rely on the fact that change is the constant. Throughout the conference, our aim is to develop solutions to issues which we currently face and widen our vision, while using the idea of change to our advantage. WSO Model united nations possesses an unique ability to bring forth students from diverse backgrounds to collectively work towards a cohesive and united goal. WSOMUN welcomes young leaders to portray onto a platform, values to be abided by, in order to create a change in the international community.

To this end, the members of the Secretariat have been working painstakingly, around the clock, to ensure that you enjoy every breath of this conference experience. I assure you that the final step of this journey will draw a higher academic and organizational line to satisfy all your expectations.

Looking forward to welcoming you this March!

With Best Regards,

Varsha Venkatraman

Secretary General

WSOMUN 2018

Welcome Letter from the Dias

Greetings esteemed delegates!

Welcome to the General Assembly 3 of the first edition of the WSOMUN. By choosing to be part of SOCHUM, you have taken on a massive challenge, where you will be debating about pressing issues, with large numbers of other delegates. Working in such a large committee will not be easy. It will be stressful and demanding, but as members of the dias, we will try to make the experience as enjoyable as possible. During the three days, you will meet scores of new people, make friendships, and gain invaluable knowledge into the problems our society faces today.

We urge you to prepare well in advance for committee, as through our experiences as delegates, we can assure you that MUNs become exponentially better when you are well acquainted with the agendas being discussed. Once you are confident with the topics, you will be able to use this platform fully, and become a more powerful public speaker and debater.

Come into WSOMUN looking for more than just a certificate. Look at it as a chance to spread your horizons, and fix dilemmas that others before you have failed to. I am sure, if we enter with said mindset, we will all leave with a completely different idea of the world around us.

Lastly, please do not hesitate to contact either of us with any queries you may have. The entire team is extremely excited to meet all of you. We are sure, that WSOMUN will prove to be one of the best of its kind.

Chair: Abhimanyu Baruah

Co - Chair: Yash Adwani

Co - Chair: Adith Pathmanathan

United Nations General Assembly 3: **Social, Humanitarian and Cultural Committee**



Year after year, the General Assembly allocates to its Social, Humanitarian and Cultural Affairs Committee, commonly referred to as the “Third Committee”, agenda items relating to a range of social, humanitarian affairs and human rights issues that affect peoples all over the world.

An important part of the Committee’s work focuses on the examination of human rights questions, including reports of the special procedures of the newly established Human Rights Council. In October 2006, the Committee will hear and interact with 25 such special rapporteurs, independent experts, and chairpersons of workings groups of the Human Rights Council. The Committee also discusses the advancement of women, the protection of children, indigenous issues, the treatment of refugees, the promotion of fundamental freedoms through the elimination of racism and racial discrimination, and the promotion of the right to self- determination. The Committee also addresses important social development questions such as issues related to youth, ageing, disabled persons, family, crime prevention, criminal justice, and drug control.

Source: <http://www.un.org/ga/61/third/third.shtml>

AGENDA 1

Improving Coordination in Humanitarian Response to Natural Disasters and Other Emergencies



Introduction to the topic

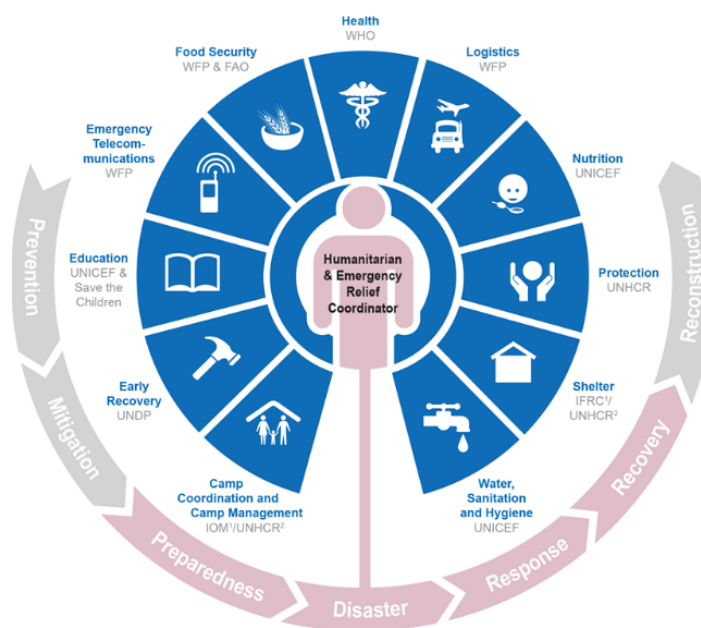
“Unity and human right relations — individual, communal, national and international — can be brought about by the united action of the men and women of goodwill in every country.”

Today our world faces numerous unfortunate events such as natural disasters, terrorist attacks, economic problems and uneven distribution of our world’s resources that has led to nations lacking in basic necessities.



Every year, natural disasters kill around 90,000 people and affect close to 160 million people worldwide. They have an immediate impact on human lives and often result in the destruction of the physical, biological and social environment of the affected people, thereby having a longer-term impact on their health, well-being and survival. The country affected by these calamities cannot take major actions within a short period of time to stabilize its own country without the help of other countries. Thus, the affected country requires other neighboring or non-neighboring countries to provide them with financial aid or humanitarian aid.

But time and again it has been seen that this aid does not reach out to all the affected people due to unexplainable reasons. These reasons vary from conflicts between countries, cross-border issues, no localized approach and improper methods of utilizing the aid.



International cooperation is not only sharing ideas and solutions but providing them as well, such as military aid, monetary and non-monetary aid, etc. Moreover, there are several organizations that are involved with disaster management such as the Office for the Coordination of Humanitarian Affairs (OCHA), the Office of United Nations High Commissioner for Human Rights (OHCHR), the World Food Programme (WFP), The World Health Organization (WHO) and many more.

At this forum of discussion, we will be debating on the various problems faced during international cooperation between countries and the provision of aid to the victim countries.

The United Nations firmly believes that the only way to help all the people affected by these calamities is by the active participation and international cooperation of the member nations. These calamities should be addressed and solved through nations cooperatively working together and casting aside their national selfishness thus making international cooperation a necessity in today's day and age.

History of the topic

An ideological battle has been playing out for decades over whether foreign humanitarian aid should be used to facilitate economic growth, or to provide programs that directly meet people's needs. As new global powers emerge as donors, a third 'horizontal' structure is now being discussed, based on mutual self-interest.

Rich countries started giving money to poorer countries in the 19th century, and by the 1920s and '30s countries like Germany, France and Britain were providing regular aid to their colonies in Africa, Latin America and Asia. Colonial powers used their money to build infrastructure—ports, roads, railways—and wealthy American industrialists were also involved in development aid through the Ford and Rockefeller Foundations. Even after the colonies gained their independence, foreign support continued to focus on economic development.



Within a few years the world had split into what were called three worlds: the first world, Western democratic countries; the second world which was the Soviet Union and its Communist satellites; and then what became known as the third world, which were the former colonies and countries that had come under imperial influence, which were now all independent and that formed themselves into the non-aligned movement in the early 1950s.

Humanitarian aid in response to an emergency became vital during the world wars as it served to be a bridge between nations to form allies. Even as of present, aid stands as a sign of diplomatic approval or strengthening of military partnership. However, as the generations pass by and with the power of the human thought, the principle of humanitarian aid is slowly transitioning into one where nations simply look out for one another.

Discussion of the topic

Problems regarding provision of efficient and effective aid have been an issue since the early 20th century. It is often seen that humanitarian aid camps set up in affected areas lack mobility. Due to this, the huge number of people affected by calamities are often left unnoticed and do not receive any aid. Furthermore, while setting up these camps, the organizations often hold meetings to discuss where to arrange the aid camp without the consent of the locals living there thus missing out on crucial information from the locals as to who needs what type of specific help and where to find them.



The financial aid that is received during times of disasters is not fully utilized in the development or relief of the country and its people but it is often misused. Time and again it has been found that major portions of this financial aid are taken by the government or by the politicians. This leads to slowdown in development and stabilization of a country's economy and its social environment.

Another part of the problem is money. Although the UN established a \$50 million cash reserve for disaster relief known as the Central Emergency Revolving Fund (CERF) in 1991, it has been hampered by a requirement that agencies like WFP or the UN Children's Fund (UNICEF) obtain donor pledges of reimbursement before CERF funds can be released. For countries like famine-stricken Niger, finding donors can take months — slowing the arrival of assistance and increasing human suffering.

Last but not the least, there is general agreement that the current system of NGO's and donors does not facilitate rapid responses and fails to generate adequate resources. As Oxfam International noted in a recent study, emergency aid "still does not cover all needs. It often arrives late and is determined more by media profile or political criteria than humanitarian need."

Although the UN and many member nations are working towards the solutions for these problems, it isn't sufficient compared to the large number of victims.



TOTAL PEOPLE IN NEED

135.7
million



TOTAL PEOPLE TO RECEIVE AID

105.1
million



TOTAL REQUIREMENTS

\$22.5
billion

Bloc Positions

Discussing humanitarian aids proves to be a joint effort by the international committee and thus will not have 2 distinct positions. However, on improving the present humanitarian aid, various countries will need to prioritize what gets improved and how it does. Countries facing drought and crop issues will require advancements in other fields as compared to countries fighting neglected tropical diseases. Delegates must be aware if their country requires improvement in a particular branch of aid, or if their country can actively work on advancing already existing methods.

Questions to consider

1. How can nations provide humanitarian aid to the best of their capability?
2. Is your country currently facing calamities?
3. What resources/funding are there in your country that could help aid countries in times of emergency?
4. Are there organizations your country is actively a part of that provides humanitarian aid?
5. How does the delegate believe international unity for humanitarian aid can be achieved? And how will this be beneficial to other nations?
6. Has the delegates country previously denied assistance to another nation?
7. Are the branches of the UN governing various clusters of aid efficient enough?

Further Research

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2. <https://interactive.unocha.org/publication/globalhumanitarianoverview/>
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AGENDA 2

Education for Refugee Populations



Introduction to the topic

According to the United Nations Refugee Agency, a refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. It is more than probable that they will never return to their homes, due to war, ethnic, tribal and religious violence.

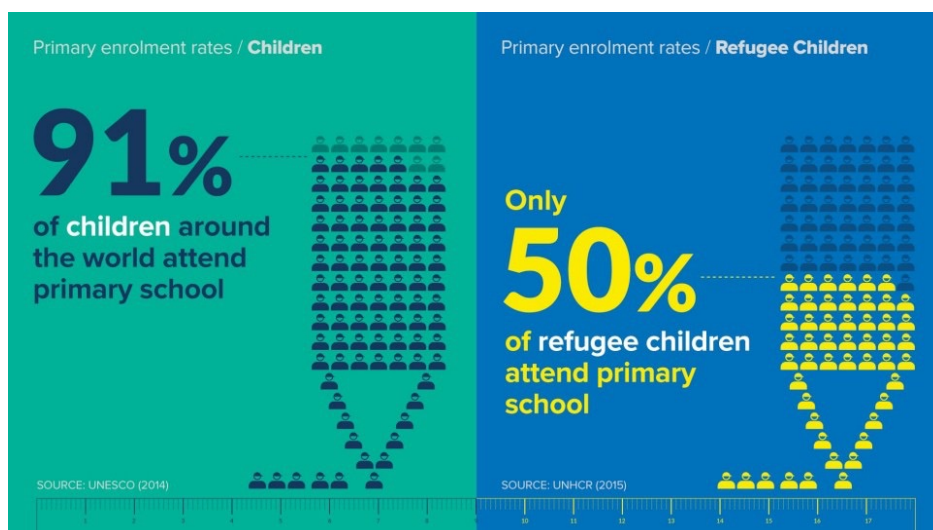
Currently, there are 16.1 million such refugees under the care of the UNHCR, and an approximate 35,000 additional people are displaced every day. A large section of these individuals is children. While they are usually provided their 'basic needs', many of these children lack one of the most fundamental human needs, education.

Education is a basic human right, manifested in the 1989 Convention on the Rights of a Child and the 1951 Refugee Convention, yet, around 3.7 million refugees do not have a school to attend. The statistics too are demotivating. Only about half of the refugees internationally have access to primary school, compared to an impressive 90% in non-refugee students. 22% of these children attend lower secondary, against an 84% in their counterparts. Possibly the worst statistic is that only 1% of refugees enroll in universities.



Knowledge is a vital part of any society to be peaceful and to progress. It is also possibly one of the best investments to make, in hoping for a war-torn country will finally return to normal. Schools also provide a safe haven for students, amid the chaos of their daily lives. A rigorous effort is being made to make sure refugees receive accredited national education, but the enormous numbers of refugees mean there is a constant influx of children who all deserve to have a teacher, but at with an average student to teacher ratio of 120 is to 1, quality teaching is impossible. At the current rate, around 12,000 new classes will be required a year, and 20,000 additional teachers.

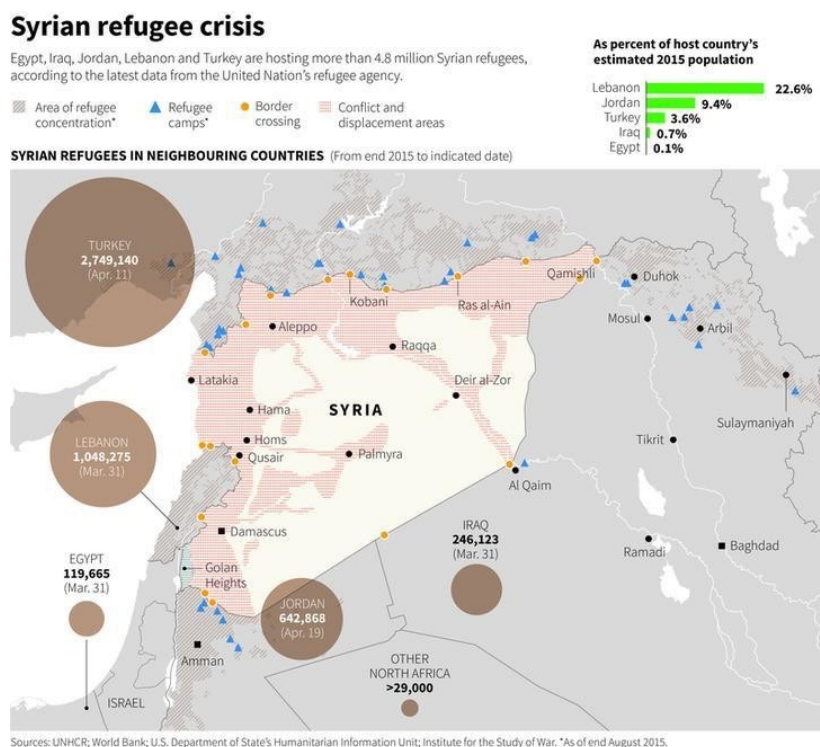
The benefits of providing education to refugees are immense. The qualifications prevent them from a life of unproductivity and poverty. There are several other reasons as to why these individuals are not able to attend school, many of which will be discussed below.



History of the topic

The refugee crisis began around 1951, due to Europeans being left homeless or in exile after the World War. Since then, a lot has been done for these people. The 1951 Convention on Refugees makes sure the fundamental rights of refugees are respected and protected. The UNHCR is constantly working to improve refugee life. Eventually, refugees are in situations where they are safe, but their social, psychological and economic needs are highly ignored. One of these needs is education. Due to these reasons, enrolment rates in refugees have dropped greatly over the last few years.

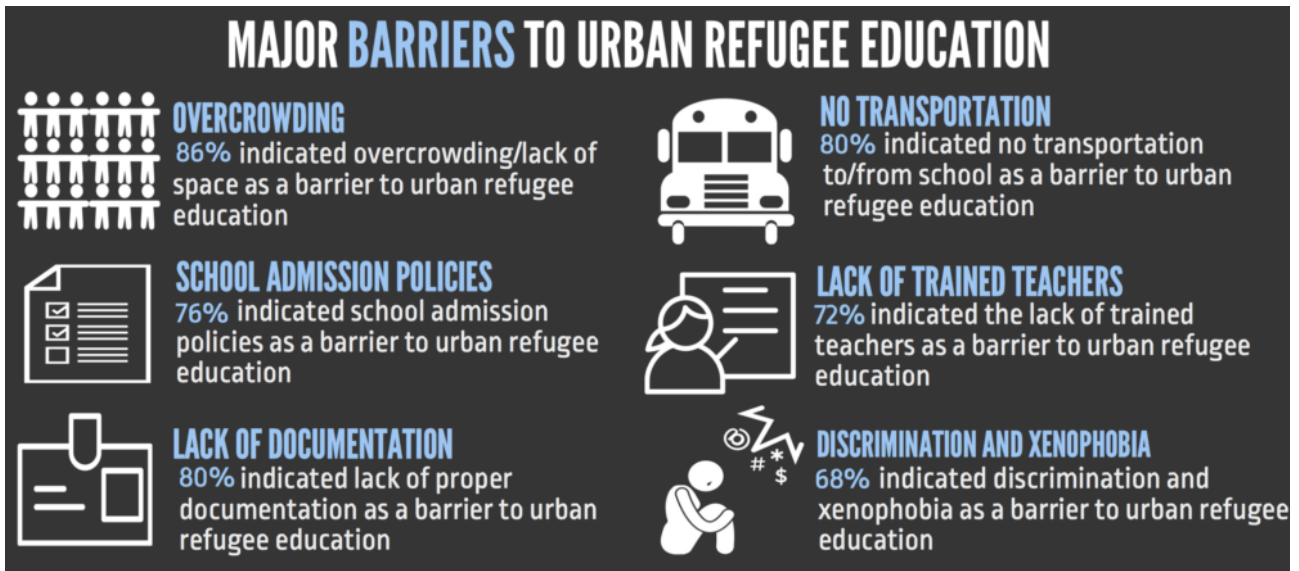
Refugee education is funded by emergency funding. Understandably, this funding is indeed finite, thus planning is almost never long term. Education for these children is not seen as a priority for most governments. However, the problem only seems to be increasing. The influx of refugees in countries such as Syria into neighbouring countries means that many of these students have greatly reduced the chance that they will receive proper education.



Additionally, since a majority of refugees who do not go to school are from underdeveloped countries such as Chad, Democratic Republic of the Congo, Ethiopia, Kenya, Lebanon, Pakistan and Turkey, countries which themselves are struggling to provide their own students with education, the chances that these less fortunate students will find a teacher are extremely low.

Discussion of the topic

The problem of providing education to refugees is far from simple to solve. There are numerous reasons why these children are out of school.



Seen above are some of the main reasons, however, there are many more. Refugees from Syria for example, who may have been studying in the Syrian syllabus and school system for years, are suddenly moved to Jordanian, Turkish and Lebanese syllabi as they run to these countries for a better life. These transitions, along with the emotional and physical stress prove to be too much for many students, who end up dropping out of schools as they simply can not cope.

Very often, the lack of finance is a major issue. The economic instability means that every member of the family, including the children, are forced to go out and work. Due to this, their learning is greatly stunted, as the physical burden means they are not in a mental state to learn.

Furthermore, the overcrowding in schools means that the institutions set age limits. This makes it extremely hard for a student who wishes to join secondary school again but may not have been able to attend school temporarily, and outgrew the age limit.



Lastly, another pressing issue is transcripts. As the need to flee the country comes instantly and unexpectedly, students are unable to acquire transcripts or proof of their education in time. This means that in the new country, individuals are left with no proof of their years of education. Universities are unwilling to accept such students, and this causes the 1% enrollment of refugee teenagers into higher education institutions.

Education benefits the refugee students tremendously. It reduces the chance that they will face forced recruitment into armed groups, child labor, sexual exploitation and child marriage. It also makes them more confident individuals, knowing they can live full, productive and independent lives.

Even though countries and the United Nations are putting in the effort to help these children, it is clearly not enough. Additional funding is a must, to accommodate the large surges in refugee numbers. Countries must consider refugee education as a national priority.



Bloc Positions

When it comes to educating refugee children, the vast majority believe the same thing, every child must be educated. The difference comes in how much of a priority the countries see this to be. Countries like Australia for example, are leading in the support of refugees, where 89% of refugee students were enrolled in government schools. India on the other hand, is not part of the 1951 Convention on Refugees, and does not have a framework for dealing with refugees, but does still accept them from neighbouring countries. You must be well aware of your countries support for these individuals.

Questions to consider

1. How many refugees are present in your country?
2. What percentage of said refugees are enrolled in schools?
3. How does your country support the UNHCR and its mission?
4. Is your country part of the 1951 Convention on Refugees and its 1967 protocol?
5. What funding does your country give for the purpose of refugee education?
6. What steps are taken in your country to provide refugees with education?
7. What solutions can be provided to solve this issue?
8. How can countries increase refugee enrollment in schools?

Further Research

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